



QUEBEC PROVINCIAL ASSOCIATION OF TEACHERS
L'ASSOCIATION PROVINCIALE DES ENSEIGNANTES
ET ENSEIGNANTS DU QUÉBEC

ADULT EDUCATION HANDBOOK

For QPAT Teachers

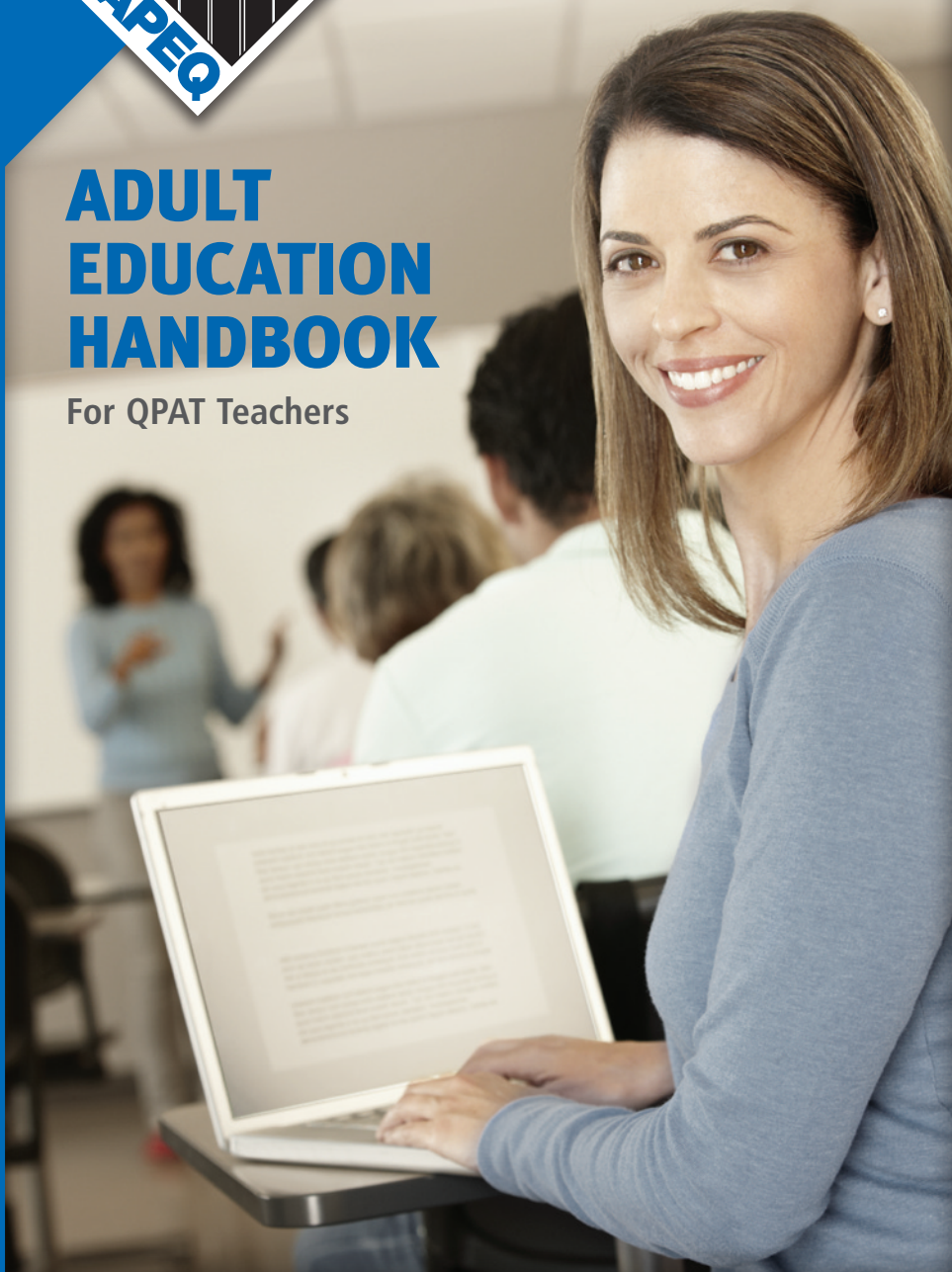


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INTRODUCTION

The purpose of this handbook is to provide information that is of particular relevance to the Adult Education sector. It is not intended as a substitute for more complete documents, such as the collective agreement, curricula or policy documents. Rather, it is a simplified general reference document intended to highlight key issues in Adult Education. If an individual requires more information, he/she should not hesitate to contact, as appropriate, the Quebec Provincial Association of Teachers (QPAT) or his/her local union.

QPAT represents all the teachers in the English school boards and the English sector of the Littoral School Board. It is made up of all the local unions which represent the teachers working for each particular school board. A list of the local unions appears at the end of this handbook.

Contractual Matters

LEGAL QUALIFICATION AND CONTRACTUAL STATUS

While these are two different concepts, legal qualification has an impact on the type of contract a teacher can receive.

Legal Qualification

In broad terms, an Adult Education teacher can be:

- ▶ **permanently legally qualified** (diploma or *brevet*);
- ▶ **temporarily legally qualified** (teaching permit or provisional teaching authorization); or
- ▶ **non-legally qualified**.

Permanently legally qualified teachers are teachers whose certification to teach will never expire.

Temporarily legally qualified teachers are teachers whose certification to teach will expire at some point, unless it is renewed. It is possible for them to become permanently legally qualified at a later point by meeting the requirements for a teaching diploma.

Non-legally qualified teachers have no teaching certification.

Adult Education teachers can obtain information about obtaining their legal qualification from the teacher certification department of the *ministère de l'Éducation, du Loisir et du Sport* (MELS) at the following address: <http://www.mels.gouv.qc.ca/dftps/>.

Contractual Status

There are three types of contracts available to teachers in Adult Education:

- ▶ **Full-time contract:** This contract is granted to a permanently legally qualified teacher when there is enough work foreseen in the long term to hire a teacher permanently. They are also granted to replace teachers who had full-time contracts who have resigned. A teacher with this type of contract is often called a “regular” teacher, and the contract is tacitly renewed at the end of each year.
- ▶ **Part-time contract:** This contract is granted to a legally qualified teacher to perform a minimum of 240 hours of teaching over a school year. It may also be given to a teacher for whom the school board has obtained a *tolérance d'engagement*. Part-time contracts may have full-time hours and salary, but expire by the end of the school year.
- ▶ **Hourly rate engagement:** This hiring is granted to non-legally qualified teachers and to legally qualified teachers who do not receive enough hours to have a part-time contract.

Tenure (*permanence*)

Permanently legally qualified teachers may also acquire tenure once they have received a full-time contract for a third year. Tenure is a status that provides a greater degree of security to people in the hiring process and in situations of excess or surplus.

Recall List

Teachers who accumulate hours as a part-time teacher or an hourly rate teacher typically have their names placed on a recall list. This list gives priority in hiring based on the number of hours taught. The exact mechanism varies from school board to school board. Contact your local union for further details.

Workload parameters

The provisions below apply to regular full-time teachers. They apply proportionally to the percentage of the contract of the part-time teacher. However, they do not apply to hourly rate teachers as they are only required to be present for the hours for which they are specifically paid.

WEEKLY FRAMEWORK

35 hours per week (maximum 8 hours per day) **excluding mealtime**

PRESENCE TIME

Weekly average of **32 hours** in the centre **excluding mealtime**

ANNUAL MAXIMUM

1280 hours in the centre within 200 workdays

	WEEKLY AVERAGE	ANNUAL MAXIMUM
Workload <ul style="list-style-type: none"> ▶ Teaching ▶ Pedagogical follow-up related to specialty. For example, if a mathematics teacher is assigned blocks of time where he or she must provide help to students in mathematics, it is considered part of these hours. ▶ Twenty-four hours over the course of the year for pedagogical days. 	20 hours	800 hours
Complementary Tasks <ul style="list-style-type: none"> ▶ Time for tasks other than workload. The centre director may assign tasks that are generally related to routine procedures and to teaching in the centre. 	7 hours	280 hours
Personal Work <ul style="list-style-type: none"> ▶ Work related to teaching that is planned and determined by the teacher. It includes credit for 40 hours per year (one hour per week) for attending after-work meetings called by the director. 	5 hours	200 hours
TOTAL PRESENCE:	32 hours	1280 hours

Salary Scales

As per the collective agreement, these are the salary scales that apply for full-time and part-time teachers:

STEP	As of the 141st workday of the 2011-2012 school year	As of the 141st workday of the 2012-2013 school year	As of the 141st workday of the 2013-2014 school year
1	37 298	37 951	38 710
2	38 884	39 564	40 355
3	40 537	41 246	42 071
4	42 259	42 999	43 859
5	44 057	44 828	45 725
6	45 930	46 734	47 669
7	47 882	48 720	49 694
8	49 918	50 792	51 808
9	52 040	52 951	54 010
10	54 252	55 201	56 305
11	56 559	57 549	58 700
12	58 964	59 996	61 196
13	61 470	62 546	63 797
14	64 082	65 203	66 507
15	66 806	67 975	69 335
16	69 647	70 866	72 283
17	72 608	73 879	75 357

Salaries for part-time teachers are proportional to the percentage of the contract. Each step represents one year of experience. To determine the step placement on the scale, the following rules apply:

- ▶ For 16 years of schooling or fewer, the year of experience they are acquiring;
- ▶ For 17 years of schooling, the year of experience they are acquiring plus two;
- ▶ For 18 years of schooling, the year of experience they are acquiring plus four;
- ▶ For 19 years of schooling, the year of experience they are acquiring plus six.

For example, a teacher with 18 years of schooling who is in their eighth year of teaching would be at step 12 (8 + 4).

Hourly Rates

As per the collective agreement, these are the hourly rates that apply for the periods indicated:

TIME PERIOD	RATE
As of the 141st workday of the 2011-2012 school year	\$48.67
As of the 141st workday of the 2012-2013 school year	\$49.52
As of the 141st workday of the 2013-2014 school year	\$50.51

There is no difference in the hourly rate based on years of schooling or experience.

The salaries and hourly rates indicated may be increased depending on economic growth and inflation as per the terms of the 2010-2015 collective agreement.

Illness

Teachers with full-time contracts receive six sick days per year, five of which are moneyable (they have a dollar value if they are not used). Teachers with part-time contracts receive a proportionate number of sick days (e.g., a teacher with a 50% contract would receive three sick days).

For a full-time teacher, the remaining sick days minus one day are put into a bank at the end of each year; the bank continues to accumulate year after year until they leave the school board. For example, a full-time teacher with a bank of 30 days accumulated over their career will be paid for all of those days based on their salary at the time of retirement or resignation.

For a part-time teacher, the bank of days minus one pro-rated day is paid immediately at the end of their contract. For example, for a 50% teacher, a pro-rated day is half a day. If they have two sick days left, one and a half of those days are paid based on their salary at that time.

Teachers in the first year of their careers receive a one-time extra bank of six sick days. These days are not moneyable but if they are not used in the first year they may be used in future years if a teacher has no moneyable sick days left for that year or in their accumulated bank, depending on whether they are a part-time or full-time teacher.

For extended illnesses, after the first five days, a full-time or part-time teacher receives 75% of salary. This can continue for up to one year for a full-time teacher, after which the teacher receives $66\frac{2}{3}\%$ of salary for one more year. A part-time teacher receives 75% of salary until the end of their contract. A part-time teacher who is still ill at the end of their contract may be entitled to another contract and to continue receiving sick leave benefits the following school year. Any teacher who is still on sick leave near the end of their contract should contact their local union before the contract expires.

Hourly rate teachers have no benefits related to illness.

Special Leaves

In addition to sick days, teachers with full-time or part-time contracts have a bank of up to eight special leave days that allow them to be absent without loss of salary for reasons such as marriage or death in the family. Contact your local union for more details about these as there are different rules that apply in each school board.

Insurance

As members of QPAT's local unions, teachers have access to various forms of insurance coverage.

Full-time and part-time teachers must pay health insurance premiums to cover prescriptions, lab tests, physiotherapy, etc. Full-time teachers must add their spouses and dependent children to their coverage. Part-time teachers must add their spouses and dependent children to their coverage for prescription drugs. Teachers, their spouses, or their dependents may be exempted from the teachers' health insurance plan if they have another source of private insurance for prescription drugs that is comparable to the prescription coverage in the teachers' plan.

Full-time teachers must pay long-term disability insurance premiums. Part-time teachers have the choice whether to do so or not; factors such as the likelihood of their contracts being renewed year after year and the likely workloads they would receive should be taken into consideration when making this decision.

Optional life insurance coverage is available to both full-time and part-time teachers.

Hourly rate teachers are not eligible for any insurance coverage.

Program and Centre Organization

Programs in Adult Education

There are two main categories of programs in Adult Education:

- ▶ **Common Core Basic Education** offers instruction in literacy, pre-secondary education and secondary cycle one courses (secondary I and II);
- ▶ **Diversified Basic Education** offers instruction in secondary cycle two courses (secondary III, IV and V) and/or preparation for vocational training and post secondary education.

Centre Organization

Each Adult Education centre operates differently. Here are some of the elements that explain these different ways of operating:

- ▶ Full-time vs. part-time students – The number of students in each of these categories may explain the distribution of teaching hours between the daytime and the evening. In addition, funding from the *ministère de l'Éducation, du Loisir et du Sport* (MELS) is dependent on the number of students registered in studies.
- ▶ Full year vs. semester vs. trimester – The way in which the hours of instruction are provided varies by the length of the session. There can be many sessions per year in a given centre. This also has an impact on how teaching contracts are allocated.

- ▶ Class organization – Different models for teaching exist, and more than one model may exist in a centre. The organization of the class is largely driven by the enrolment of students for different subjects. These models include:
 - Individualized instruction, where each student progresses through the subject work that is appropriate to his or her level with the help of the teacher;
 - Split level instruction, where the teacher specifically instructs two or more courses in one group;
 - Single level instruction, where the teacher delivers the same course to the entire group of students.
- ▶ Adults and 16-17-year-olds – In recent years, there has been a substantial shift in the student body as an ever-increasing proportion of students in Adult Education are 16-17 years of age. This has implications for the type of courses and services that are offered by centres. There is also a difference in the type of support that may be available for students if they have difficulties. There are also issues regarding the confidentiality of student files for students who are 18 or older.

COMMITTEES

There are several committees that exist in a centre or at the level of the school board. These committees allow for teacher participation in determining how centres are operated.

Governing Board

The Governing Board is a committee composed of staff and student representatives from the centre as well as community representatives who make decisions about the centre's strategic planning and budget allocations, among other things. Teacher representation is determined by the teachers of the centre and staff members represent half the voting membership of the Governing Board, as per the Education Act.

Faculty/Staff/School Council

The Faculty/Staff/School Council is a committee where teachers are represented and formally discuss a range of issues and teacher concerns related to the centre's functioning with the centre administration. Representation is determined by the teachers of the centre, as per the terms set out in the local collective agreement. Contact your local union for details.

Professional Improvement

This board-level parity committee is comprised of teacher representatives appointed by the union and board representatives to determine the distribution of professional improvement monies to teachers in the board. Adult Education teachers are entitled to request these sums for training. The exact method of distribution varies from school board to school board. Contact your local union for details.

Educational Policies Committee

This board-level parity committee discusses educational policies that have an impact across the board, including Adult Education issues.

Special Education Committees

This board-level committee discusses issues and needs related to the education of students with special needs. Centre-level committees are established so that teachers in centres can provide the centre administration and school board with input about what is needed to support students under the age of 18 with special needs, or under the age of 21 for students who qualify as being disabled.

There may be other committees in your centre or your school board that are relevant to Adult Education. Talk to your union representative in the centre or to your local union to find out more about them.

Acronyms

There are many acronyms used to identify organizations or programs. Here are some that are most relevant to Adult Education:

MELS (*ministère de l'Éducation, du Loisir et du Sport*): the Ministry of Education, Leisure and Sport. It is the ministry responsible for all aspects of education, including development of programs, evaluation criteria and all provincial educational policies.

www.mels.gouv.qc.ca

BIM (*Banque d'instruments de mesure*): a division of GRICS, this organization produces measurement and evaluation tools that are used in educational institutions to help assess student progress.

www.bimenligne.qc.ca/en/Pages/default.aspx

EQ (*Emploi Québec*): a government program that subsidizes certain Adult Education students to attend classes full time. It places certain conditions on students who benefit from the program.

www.emploiuebec.net/index_en.asp

ETP (*Équivalences temps plein*): number of full-time equivalent students based on the number of actual full-time students and the number of hours attended by part-time students.

FGA (*Formation générale des adultes*): French equivalent for Adult Education.

GRICS (*Gestion du réseau informatique des commissions scolaires*): an organization that provides information technologies and technical support to school boards.

www.grics.qc.ca/index_en.aspx

LEARN (Leading English Education and Resource Network): an organization that offers educational support to the English community through production of materials and e-learning.

www.learnquebec.ca

PROCEDE (Provincial Organization of Continuing Education Directors, English): the organization of school board administrators responsible for Adult Education and Vocational Education. It allows for planning and coordination among the school boards in the area of continuing education.

www.procede-lifelonglearning.ca/index.php

RAC (*Reconnaissance des acquis*): a process by which prior learning is assessed to determine placement in Adult Education programs.

RÉCIT (*Réseau pour le développement des compétences par l'intégration des technologies*): a network that provides support services to teachers to facilitate the use of information technologies in teaching.

www.recit.qc.ca

SARCA (*Services d'accueil, de référence, de conseil et d'accompagnement*): a set of services offered to students in Adult Education. The services are in the area of reception, referral, counselling and support. MELS allocates budgets for these services to each school board which then chooses how to distribute them.

SOFAD (*Société de formation à distance des commissions scolaires du Québec*): an organization that coordinates distance education for school boards and produces didactic materials.

www.sofad.qc.ca

Union Directory

QUEBEC PROVINCIAL ASSOCIATION OF TEACHERS

17035 Brunswick Blvd.
Kirkland, Quebec
H9H 5G6

Phone: 514-694-9777 Toll free: 1-800-361-9870
Fax: 514-694-0189

www.qpat-apeq.qc.ca

Below is the contact information for each local union with the affiliated school board indicated in brackets.

APPALACHIAN TEACHERS' ASSOCIATION

(Eastern Townships School Board)

155 Principale Ouest, # 104
Magog, Quebec
J1X 2A7

Phone: 819-843-2630 Toll free: 1-855-443-2630
Fax: 819-843-6297 Toll free: 1-855-443-6297

www.ataunion.org

CENTRAL QUEBEC TEACHERS' ASSOCIATION

(Central Quebec School Board)

P.O. Box 2022
Jonquière, Quebec
G7X 7X6

Phone: 418-344-4555 Toll free: 1-877-543-6082
Fax: 1-888-240-5590 Toll free: 1-877-542-5916

www.cqta.qc.ca

CHÂTEAUGUAY VALLEY TEACHERS' ASSOCIATION

(New Frontiers School Board)

749C St-Jean-Baptiste
Ste-Martine, Quebec
J0S 1V0

Phone: 450-289-1050
Fax: 1-800-298-0690

EASTERN SHORES TEACHERS' ASSOCIATION

(Eastern Shores School Board)

155 Mgr. Ross West, # 144
Chandler, Quebec
G0C 1K0

Phone: 418-680-0001 Toll free: 1-888-584-0001
Fax: 1-800-517-3024

www.esteachers.org

LAURIER TEACHERS' UNION

(Sir Wilfrid Laurier School Board)

2292 Industriel Blvd., # 210
Laval, Quebec
H7S 1P9

Phone: 450-667-7037 Toll free: 1-800-301-1351
Fax: 450-667-9506

www.ltu.ca

LOWER NORTH SHORE ENGLISH TEACHERS' ASSOCIATION

(Littoral School Board)

P.O. Box 59
Chevery, Quebec
G0G 1G0

Phone: 418-787-2000
Fax: 418-787-2000

MONTREAL TEACHERS' ASSOCIATION

(English Montreal School Board)

4260 Girouard Avenue, # 200
Montreal, Quebec
H4A 3C9

Phone: 514-487-4580

Fax: 514-487-1678

www.mta-aeem.com

PEARSON TEACHERS' UNION

(Lester B. Pearson School Board)

17035 Brunswick Blvd.
Kirkland, Quebec
H9H 5G6

Phone: 514-426-4949

Fax: 514-426-4952

www.pearsonteachersunion.com

RIVERSIDE TEACHERS' UNION

(Riverside School Board)

10 Churchill, # 201
Greenfield Park, Quebec
J4V 2L5

Phone: 450-465-2523

Fax: 450-465-8384

www.rtu-ser.ca

WESTERN QUEBEC TEACHERS' ASSOCIATION

(Western Quebec School Board)

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Gatineau, Quebec
J8Z 2M4

Phone: 819-777-1475

Fax: 819-777-0016

www.wqta-aeoq.ca